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Professional thinking formation of the students of pedagogical department: Didactic conditions

Shuvalova E., Tuhvatullin A.

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© The authors. The relevance of the problem is conditioned by the fact that under the current conditions, when comprehensive school is responsible for complex tasks of fundamental restructuring of the content and process of education and upbringing of the younger generation, the need is particularly acute for the development of creative professional thinking of teachers. This personal quality may be the result of a purposeful and systematic work on the education of thinking of the future teachers carried out during all years of study at the University. The aim of the report is to investigate the effectiveness of professional thinking formation of the students in teacher training higher education institutions and its didactic conditions, taking into account the specificity of their future profession. Major approaches to the study of this problem were a systematic approach, according to which the analysis of the studied object was carried out with integrity, with all its components, as well as a number of empirical methods: study and analysis of the philosophical, psychological and pedagogical, methodological literature on the study; interviews with teachers and students; analysis of policy documents governing the educational process in various academic subjects in the speciality "History" and so on. The report reveals the essence, features, structure and functions of modern pedagogical thinking of teachers. The features of the professional thinking formation of a teacher of History and a real level of thinking development among the students of the historical departments taking into consideration general pedagogical, special scientific and methodical components. The report may be useful for high school teachers who develop innovative methods for evaluating the quality level of students' historical and pedagogical thinking development.

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Keywords

Didactic conditions, High school pedagogy, Historical tasks, Historical thinking, Professional thinking